DOCUMENT RESUME

ED 251 489 TM 840 767

AUTHOR Yagi, Kan
TITLE Indian Education Act Project in the Portland Public Schools. 1983-84 Evaluation Report.
INSTITUTION Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE Oct 84
NOTE 26p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *American Indian Education; *Attendance Patterns; Basic Skills; Cultural Education; Dropout Prevention; *Dropout Rate; Elementary Secondary Education; Parent Participation; Program Evaluation; *Urban American Indians
IDENTIFIERS *Indian Education Act 1972 Title IV; *Portland School District OR

ABSTRACT

The goal of the Indian Education Act Project (IEAP) is to increase and extend the education of American Indian youths so they can better cope with a highly technological society. Statistics have indicated drop-out rates of 40 to 50 percent among American Indians, a primary factor giving rise to the urgent need for supplemental educational services to American Indian students attending public school systems. The project designed and implemented a comprehensive program to reduce attrition and to increase student attendance and achievement. The project provided a variety of activities and services (e.g., tutoring, student and parent counseling, economic support, cultural and career education) for American Indian students. The project staff also involved the American Indian community. District statistical data compiled over the last five years continue to be encouraging, showing a decline in attrition while also showing increases in attendance and achievement among American Indian students. While the educational circumstances of the American Indian students in Portland appear to be improving, federal support for this effort appears to be decreasing at a more rapid rate than the problems IEAP is trying to solve. Sufficient funding is a concern that must be reconciled in the near future. (Author/BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251489

1983-84 EVALUATION REPORT

INDIAN EDUCATION ACT PROJECT

IN THE PORTLAND PUBLIC SCHOOLS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Yagi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

Kan Yagi

October 1984

LC 840 .Y4 W7

Title IV-A
INDIAN EDUCATION ACT PROJECT
Year-End Evaluation Report
1983-84

Kan Yagi
Evaluation Specialist

Evaluation Department
PORTLAND PUBLIC SCHOOLS
Portland, Oregon

6155E
10-19-84

TABLE OF CONTENTS

	Page
Administrative Summary	1
Introduction	2
Program Description	3
Evaluation of Objectives	5
Objective A: Reduction in Attrition	5
Objective B: Increase in Attendance	10
Objective C: Increase in Basic Skills Achievement	13
IEAP Cultural Education Activities	18
Comments	20

ADMINISTRATIVE SUMMARY
TITLE IV-A INDIAN EDUCATION ACT PROJECT
YEAR-END EVALUATION REPORT
1983-84

The goal of IEAP is to increase and extend the education of American Indian youths so they can better cope with our highly technological society. Statistics have indicated drop-out rates of 40 to 50 percent among American Indians - the highest of any major ethnic population in the nation. This is a primary factor giving rise to the urgent need for supplemental educational services to American Indian students attending public school systems.

The project has designed and implemented a comprehensive program to reduce attrition and to increase student attendance and achievement. There is a variety of activities and services (e.g., tutoring, student and parent counseling, economic support, cultural and career education) for American Indian students whose eligibility is established according to federal guidelines. The project staff also involves the American Indian community. The importance of families and others in developing and fostering educational awareness and achievement is recognized.

District statistical data compiled over the last five years continue to be encouraging, showing a decline in attrition while also showing increases in attendance and achievement among American Indian students. Efforts of the IEAP staff emphasize significant use of resources, not always their own, in these major areas.

While the educational circumstances of the American Indian students in Portland appear to be improving, federal support for this effort appears to be decreasing at a more rapid rate than the problems IEAP is trying to solve. For the 1984-85 school year, programmatic reductions were necessary to conform to the funded allocation. How much the reductions will affect accomplishments this year and in years to come is difficult to predict. Sufficient funding is a concern that must be reconciled in the near future.

INTRODUCTION

The Portland Indian Education Act Project (IEAP) is completing its tenth year of operation in the Portland Public Schools (PPS). The project which serves American Indian students of preschool age through high school is managed and operated by a parent committee and staff comprised almost entirely of individuals of Indian descent. A major feature of the Act itself is Indian control in making decisions affecting the education of Indian people.

The American Indian population in the greater Portland area is about 12,000 and is comprised of representatives of about 100 different tribes. Although there are many tribal differences in terms of heritage and culture, the population is classified into one ethnic group. Each year among the IEAP enrolled students alone, there are 85 to 90 different tribes represented with Chippewa and Sioux most frequent, and Cherokee, Klamath and Alaskan Natives next most representative. There are usually about 50 tribes represented by fewer than five students each. IEAP serves American Indian students regardless of particular tribal affiliation, and staff members and parent committee maintain an unbiased attitude toward tribal groups in arranging program activities.

Four full-time staff members and a part-time secretary operated the project this past year. The Project Coordinator completed his seventh year with IEAP and his sixth as the Coordinator. One Indian Education Specialist completed his sixth year and the other two their second full year.

Eligibility of students for services is determined from information provided on OE Form 506, or commonly referred to as the 506 Form. At any given time, PPS registration may show nearly 1000 students who identify themselves as American Indian; however, not all complete and return 506 Forms. On the other hand, some students are not identified on PPS files as American Indian but are eligible to be enrolled under Title IV Criteria and 506 Forms have been completed for them. IEAP provides direct services to only those students for whom a properly completed form is on file with the project.

After several changes in Project staff and Project directions the first few years, the Portland project has reached some stability and maturity. The goals of the project have solidified. They are ambitious and address the most significant problems facing American Indian students in the District and throughout the state and nation. The Portland IEAP is perhaps a leader in the state and nation in attempting to tackle the problems of attrition, poor school attendance and low achievement of American Indian students. The problems are common to other Indian education projects, and Portland does not face the task alone.

Objectives set for the project concentrate on increasing academic achievement and school attendance and reducing early school attrition. The main activities are attendance monitoring, tutoring/counseling, cultural education, and hardship assistance services. Evaluation data are collected and maintained to assess the progress annually, as well as longitudinally.

The present evaluation report is organized into four major sections: Introduction, Program Description, Evaluation of Objectives, and Comments and Conclusions. The plan used in the Evaluation of Objectives consists of evaluation questions related to each objective.

PROGRAM DESCRIPTION

Needs assessment information compiled annually continues to show academic achievement and apparent lack of interest in formal education as significant needs. Low achievement scores and higher rates of attrition and absences are reflections of these needs. As a result, IEAP has established objectives incorporating these needs in a comprehensive approach to providing for them. For descriptive purposes, the program is divided into two components: activities directed at meeting needs of students individually and activities where students' needs are addressed as a group.

Students with problems usually reach the IEAP office through referrals from school personnel, mostly teachers. Others reach the program through parents or by themselves. Referrals are first screened to establish eligibility; a completed 506 Form provides the basic information. Next, the nature of the problem is determined, and the referral is assigned to the appropriate IEAP staff member. Problems which can be handled by IEAP staff without involving school personnel are handled by the staff. For example, issuing bus tickets and obtaining school supplies are handled without involving school personnel. Problems related to instruction or work in the classroom involve the teacher and frequently the school principal. Students not eligible for IEAP services are referred to other sources, with a followup courtesy phone call to determine if assistance was obtained.

Referrals are classified into three categories: (1) students who school personnel feel would benefit from additional instruction; (2) students with behavior problems of an apparent urgent nature; and (3) students with problems which require IEAP to seek assistance from sources outside the project and school classroom. With respect to the first category, IEAP has a small cadre of part-time tutors to assist in providing instruction. This additional instruction is always under the direction of classroom teachers to assure that the work is relevant and coordinated with their classrooms. IEAP Indian Education Specialists arrange and begin tutoring. If it is found that a part-time tutor can provide equally effective service, the work is turned over to the tutor with progress monitored by the Specialist and classroom teacher. Like the Specialists, the tutors maintain a log of each session with the students noting the date, duration, materials used, description of activities and any comments.

Referrals involving behavioral problems, including those receiving additional instruction, are handled by the Specialists who frequently work with classroom teachers, other school personnel, parents, and, in some instances, other professionals. The Specialists frequently work with students informally as well as formally. The continuous log of actions maintained for each referral is not only used as a ready reference for the Specialist, but is used to provide information for evaluation and management purposes. Needless to say, some logs contain considerable personal information, so files containing them are secure.

For referrals which depend on resources beyond those which IEAP can provide directly, staff members serve as the liaison. For example, they act as intermediary in getting students enrolled in GED programs or in obtaining medical attention. Referrals are monitored to assure that the resources were obtained and properly used.

The major component of IEAP dealing with groups is a combination of cultural and developmental activities as well as special events and services where participation is largely voluntary. Parents are the prime participants in some activities. It is expected that students and parents associating with peers and education people in an educational setting, learning, and making education a significant, natural part of their lives will come to value formal education more highly and ultimately students will extend it.

Cultural activities for students designed to enhance self-image and pride in their American Indian heritage included drumming practice sessions, field trips, a series of films, craft workshops and a number of cultural education presentations and lectures. Developmental activities included a series of seminars for young women in grades 8 to 12 on health matters, assertiveness, self-concept, body awareness, and communication. Another series of activities was effective parenting classes for families of elementary school aged children, grades K to 6. Still other activities dealt with career and vocational development and information on higher education and financial aid.

Special events and services included the annual Honor Day celebration honoring graduates, Indian Youth Conference, Oregon Indian Education Association Conference, and parent and public meetings, some of which included potluck dinners. The project newsletter is published regularly to inform students and the Indian community of current events and upcoming activities. IEAP also maintains a library of books, films, videotapes, pictures, and a variety of valuable artifacts by which individuals can learn about their culture.

IEAP is also involved with teacher inservice training which included culturally related aspects of American Indians today as well as in the past. The significance of the teachers' role in reaching the project's objectives cannot be over-emphasized. Last year IEAP assisted the District's Staff Development Center in compiling a booklet, "You Make the Difference," containing American Indian teaching material.

Because IEAP staff members are American Indians and participate in community activities, they can utilize personal and community contacts and experience to the project's advantage. For example, the finding last year that less than 60 percent of the District's self-identified American Indian students (less than 75 percent of the project enrolled students) were enrolled in PPS for two consecutive years indicates fairly high mobility of the student population. Therefore, the cooperation and dedication of many American Indian groups, including other Indian Education Act projects, are necessary to sustain gains made over the years. IEAP staff involvement and leadership in Oregon Indian Education Association should be helpful in drawing attention to the value students they serve place on education.

Early in the year, IEAP brought together representatives of various Indian organizations and institutions in the Portland area. The main purpose was to coordinate efforts to avoid duplication and conflict, especially in scheduling. It was also possible to coordinate resources for greater efficiency and to provide more comprehensive services. A community calendar of events scheduled for 1984 was compiled by IEAP and distributed through the network. Activities were listed as being sponsored by a dozen groups and institutions that were involved in several planning meetings.

EVALUATION OF OBJECTIVES

This section of the report follows the evaluation plan outlined in the proposal. Specific evaluation questions were formulated for each objective, and plans were outlined for each question. In this section the evaluation questions related to each objective are presented followed by the relevant evaluation information.

OBJECTIVE A: REDUCTION IN ATTRITION

1. How do the enrollment figures for American Indian students compare across grades and compare with those for all District students?

Historically, the process of identifying and verifying dropouts is so difficult and time consuming that few Districts attempt to maintain the process. Instead, various data that are readily available are summarized and used as indicators. For IEAP purposes, one indicator involves the use of enrollment figures.

In using enrollment figures, the assumption is made that if there were no dropouts, the number of students enrolled in each grade should be approximately equal. Lower numbers, particularly in the upper grades, are assumed to indicate attrition. Table ` shows the number of American Indian and also all District students enrolled in each grade, K to 12, as reported annually to the State in October.

The enrollment figures for the 1983-84 school year continue to show a slightly higher dropout rate for American Indian students, particularly in the upper grades, 10 to 12, compared to the total District. It should be noted, however, that the higher dropout rate could be slightly exaggerated by the fact that high school enrollment in the District is higher than in the elementary grades. A possibility in the increased enrollment is due to the transfer of non-public elementary students to public high schools. The number of American Indian students enrolled in non-public schools is not known.

The average enrollment of American Indian students in grades K to 8 was 8.1 percent; the average for grades 9 to 12 was 6.8 percent. Corresponding averages for the District were 7.7 and 7.8 percent, respectively. District averages are nearer the expected average of 7.7 for all grades if there were no dropouts. Similar data (not shown) obtained at the end of the school year and based only upon American Indian students enrolled with IEAP showed average enrollments across grades which

Table 1
American Indian[1] and Total District Student Enrollment for Grades K-12
(as of October of each year)

	1979				1980				1981				1982				1983			
	District		Am. Ind.		District		Am. Ind.		District		Am. Ind.		District		Am. Ind.		District		Am. Ind.	
Grade	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
K	3842	7.6	66	7.8	3956	8.0	75	8.2	3870	7.9	63	7.2	4091	8.5	73	8.9	4108	8.6	70	7.8
1	3841	7.6	80	9.5	3839	7.7	93	10.1	3990	8.1	85	9.7	3850	8.0	58	7.1	4118	8.6	85	9.4
2	3645	7.2	82	9.7	3563	7.2	59	6.4	3591	7.3	81	9.2	3622	7.6	67	8.2	3548	7.4	73	8.1
3	3844	7.6	62	7.3	3572	7.2	85	9.2	3493	7.1	73	8.3	3423	7.2	70	8.6	3559	7.4	71	7.9
4	4100	8.1	98	11.6	3771	7.6	72	7.8	3442	7.0	84	9.6	3328	7.0	71	8.7	3353	7.0	76	8.4
5	3883	7.7	85	10.0	4050	8.1	85	9.2	3716	7.6	87	9.9	3360	7.0	70	8.6	3355	7.0	63	7.0
6	3675	7.3	71	8.4	3902	7.8	73	7.9	3957	8.1	79	9.0	3561	7.4	58	7.1	3373	7.0	71	7.9
7	3741	7.4	55	6.5	3660	7.3	72	7.8	3856	7.9	68	7.7	3854	8.1	59	7.2	3683	7.7	72	8.0
8	3633	7.2	66	7.8	3729	7.5	74	8.1	3645	7.4	59	6.7	3740	7.8	68	8.3	3937	8.2	76	8.4
9	4142	8.2	56	6.6	3991	8.0	60	6.5	4290	8.7	70	8.0	4053	8.5	69	8.5	4238	8.8	71	7.9
10	4313	8.5	45	5.3	4057	8.1	75	8.2	4013	8.2	49	5.6	3975	8.3	60	7.4	3845	8.0	63	7.0
11	4104	8.1	42	5.0	4020	8.1	54	5.9	3754	7.7	51	5.8	3671	7.7	45	5.5	3549	7.4	58	6.4
12	3725	7.4	38	4.5	3666	7.4	42	4.6	3448	7.0	29	3.3	3342	7.0	48	5.9	3269	6.8	53	5.9
TOTAL	50488	99.9	846	100.0	49816	100.0	919	99.9	49065	100.0	878	100.0	47870	100.1	816	100.0	47935	99.9	902	100.1
TOTAL K-8	34204	67.7	665	78.6	34082	68.4	688	74.9	33560	68.4	679	77.3	32829	68.6	594	72.8	33034	68.9	657	72.8
TOTAL 9-12	16284	32.3	181	21.4	15734	31.6	231	25.1	15505	31.6	199	22.7	15041	31.4	222	27.2	14901	31.1	245	27.2

[1] Enrollment data for American Indian students are based on self-identified students rather than strictly project-enrolled students. One reason for using self-identified students at this time is because students become enrolled with IEAP during the year, and particularly due to high transiency, the number of carryover students enrolled with the project in October is much smaller than at other times of the year. A second reason is, for various reasons, 506 Forms are not available for a number of American Indian students. Also, the District's annual reports represent a consistent source of data since 1978.

were about the same as those reported in October for self-identified students. The proportion of American Indian students enrolled in high school this past year was equal to the previous year's, and the highest of the last five years. Also, the number and percent enrolled in grade 12 is equal to the highest in five years.

Another indicator of attrition is the leave codes schools assign to students when they leave. A special District code is entered on the Student Master File according to the student's reason for leaving. One code, L8, is generally regarded by schools as indicating dropout, while two others, L5 (pupils quitting school after passing compulsory attendance age) and L6 (pupils issued work permits), also indicate premature termination. Data in Table 2 show percents of high school early leavers for the last seven years for each of five ethnic groups identified on the PPS Student Master File.

Table 2
Percents of High School Early Leavers
for Five Ethnic Groups, 1977-1984[1]

Year	Am. Indian[2]	White	Black	Asian	Hispanic	Total
1977-78	15.2	8.2	10.3	2.4	14.2	8.4
1978-79	21.5	9.1	10.8	6.7	16.7	9.6
1979-80	15.7	8.8	12.4	4.1	14.0	9.1
1980-81	15.8	9.0	12.1	3.2	11.1	9.0
1981-82	14.3	7.0	9.2	4.1	9.6	7.1
1982-83	12.8	7.0	7.7	3.9	9.3	6.9
1983-84	14.7	7.8	8.1	2.8	10.0	7.5

As shown in Table 2, the percent of early leavers among American Indian students is consistently the highest for any ethnic group. With the exception of the Asian group, there was a general increase in the percentages of early leavers, with the increase among American Indian students being the largest. Figures over the last three years tend to indicate an appreciable decrease in the number of early leavers for all ethnic groups together.

---

1 Data obtained from analyses of early leaver data by Management Information Services of PPS.

2 American Indian students are self-identified rather than strictly project enrolled students. The E/L codes may also indicate the high mobility of the American Indian population.

2. How does the number of American Indian student graduates compare with those for the District?

The number of students who graduate from high school from among those for whom graduation is possible can also reflect attrition. Because it is not feasible to account for every student over a four-year period, it seems reasonable to establish a procedure for determining a rate of graduation and apply it consistently for comparing different years or for comparing different groups.

For the District as a whole, enrollment in grades 9 to 11 has been quite consistently higher than in the lower grades. In view of this observation, the wide variations in the relatively small numbers of American Indian students in each grade, and other considerations including availability of data, the average high school enrollment in October across grades 9 to 12 is chosen as an index of possible graduates. In addition, a baseline rate established over the three years from 1978-79 to 1980-81 -- the period for which the data are most reliable -- appears to be better than one based on any single year especially where small numbers of American Indian students are involved. Thus, it is assumed that the number of possible graduates is equal to the average number of students enrolled in each high school grade or equal to the number which would be enrolled in grade 12 as well. The assumption is also made that the number of students who leave the District and enroll in and graduate from other high schools is about equal to the number the District receives from other schools and graduate. Therefore, those who graduate are not exclusively among those enrolled in PPS at the beginning of the school year.

The District's average enrollment in any high school grade over the three-year period 1978-79 to 1980-81 was 4111. The average number of graduates was 3200 yielding a graduation rate of 78 percent. Average enrollment per grade for the American Indian students over the same period was 54. The average number of graduates was 26 yielding a graduation rate of 48 percent -- a graduation rate much lower than that for the District. In 1983-84 there were 32 American Indian students who graduated. The average high school enrollment for the 1983-84 school year was 61.3 which yields a graduation rate of 52 percent -- a rate which is slightly higher than the average of 48 percent for the base years and noticeably less than the District average for the same base years. The 52 percent rate is also lower than the rate for the last two years which was about 65 percent.

In previous evaluation reports, annual number of graduates in relation to seniors enrolled in the Fall were reported. These data are repeated in Table 3 with data for the 1983-84 school year added. Except for the 1980-81 and this past school year, the percent of graduates for the American Indian students compare favorably with the District averages. This past year IEAP was able to determine the number of graduates from among the number of seniors enrolled with the project during the year. There were 37 graduates among the 47 enrolled seniors for a 78.7 percent graduation rate which is higher than that for self-identified American Indian students.

Table 3
Enrolled (Enr.) Seniors and Graduates (Grad.) for Ethnic Groups for 1978-79 to 1983-84

Number of Students Enrolled in Fall and Number of Graduates for Ethnic Groups

Ethnic Group	1978-79 Enr. N	1978-79 Grad. N	1978-79 Grad. %	1979-80 Enr. N	1979-80 Grad. N	1979-80 Grad. %	1980-81 Enr. N	1980-81 Grad. N	1980-81 Grad. %	1981-82 Enr. N	1981-82 Grad. N	1981-82 Grad. %	1982-83 Enr. N	1982-83 Grad. N	1982-83 Grad. %	1983-84 Enr. N	1983-84 Grad. N	1983-84 Grad. %
Am. Ind.	21	19	90	38	37	97	38	22	58	41	32	78	45	36	80.0	51	32	62.8
White	3205			2956	2530	86	2872	2525	88	2747	2381	87	2329	1957	84.0	2323	2029	87.3
Black	469	Total Other Groups		480	376	78	446	333	75	500	396	79	457	313	68.5	416	328	78.9
Asian	182	3307	85	167	157	94	224	196	88	340	291	86	417	369	88.5	349	311	89.1
Hispanic	38			48	42	88	61	55	90	55	40	73	53	48	90.6	36	28	77.8
TOTAL	3915	3326	85	3690	3142	85	3641	3131	86	3683	3140	85	3310	2723	82.3	3175	2728	85.9

3. Has the attrition of Indian students at the intervention sites been influenced appreciably?

In the project's three year plan of 1980-81, IEAP proposed to establish an Indian Education Specialist in two high schools with the largest enrollments of American Indian students. With two schools and over a three or four year interval, there could have been sufficient information to determine if intervention, as planned, was an influence on attrition.

Changes in circumstances since the plan was initially conceived and implemented required that intervention be modified. A specialist was able to provide services to only one high school, and these services were provided only at a portion of the level of support originally envisioned. In two previous years at this school, attrition was about 25 percent each year -- a total of 25 or 26 early terminations among 103 students. This past year there were 5 cases among 43 students (about 12 percent). Certainly, these data should not be construed as being representative of possible program influences, but they are useful for program planning purposes.

OBJECTIVE B: INCREASE IN ATTENDANCE

1. How do attendance figures for American Indian students compare with previous years and with those for all District students?

Attendance information for individual students is available only from student records and must be retrieved by hand. Data for the 1979-80 school year were collected for about half of the target population. Data for the last four years, 1980-81 to 1983-84, include all or virtually all of the American Indian students enrolled with IEAP -- those for whom completed 506 forms are on file. Attendance for the five-year period is shown in Table 4.

Attendance for the 1983-84 school year followed the pattern of the previous years where increases in percent attendance (days present divided by days enrolled) were observed the last two years in all but a few grades. Elementary grades tended to show slightly better rates than the secondary with averages of 92.2 percent and 88.6 percent, respectively. The pattern was similar for all District students, except District averages for elementary and secondary grades are more alike and tended to remain about one percentage point higher at the elementary level and about four points higher at the secondary level. In other words, while averages for American Indian students are increasing, so have the averages of the total District, especially this past year at the secondary level.

Attendance data for 1983-84 support those for 1982-83 and are encouraging. The relatively high percentages that extended upward through grades 5 and 6 in 1982-83 now seem to be extended further through grades 7 and 8. Overall, attendance for the last two years is about the same and noticeably higher than the first three years for which data are shown. Students appear to remain enrolled longer and attend more frequently.

In 1981-82, 443 students (63 percent of all students) were enrolled 150 days or more during the year, and in 1982-83, 531 (82 percent) were enrolled 150 days or more. The number enrolled 150 days or more in 1983-84

increased to 689 (85 percent). These data also reflect an increase in the total number of American Indian students enrolled with IEAP. In 1981-82, 44 (10 percent) of the students enrolled 150 days or more were absent 20 percent or more of the time (35 days or more, or an average of one day a week or more). The next year, only 23 (4 percent) missed that many days, and last year 42 (6 percent) missed 35 days or more. Unfortunately, similar data on days enrolled and days absent for all District students are not tabulated and available for comparison purposes.

A consistent, unexplained anomaly in attendance appears with grade 9 students; percent attendance is noticeably lower for grade 9 students during the three years for which data are available. The anomaly does not appear in the total District data, and its consistent appearance for the American Indian students is puzzling.

Attendance of high school students showed notable increases over last year in all grades. IEAP attempts to assist in school attendance by providing bus passes to needy students upon request. Students must maintain certain attendance requirements to retain passes. An average of about 20 students per month was issued bus passes or tickets during the year. Over the last two years only a few drew warnings in meeting requirements, and the few revocations were due to students withdrawals from school. Attendance for the remaining was generally quite satisfactory.

Table 4
Attendance of American Indian Students
1979-80 to 1982-83

	1979-80[1]		1980-81		1981-82		1982-83		1983-84	
Grade	N	Percent Attend.	N	Percent Attend.	N	Percent Attend.	N	Percent Attend.	N	Percent Attend.
K	13	85.7	36	91.7	47	89.8	29	90.9	45	90.8
1	16	92.1	45	93.6	67	91.6	41	92.8	61	92.5
2	36	90.3	31	93.2	54	94.0	58	93.9	66	93.1
3	30	89.9	52	93.1	52	93.6	50	94.2	63	94.4
4	39	93.4	41	90.5	56	93.3	51	93.9	66	93.6
5	34	88.2	60	90.0	66	92.9	57	92.2	68	92.6
6	31	91.5	41	90.9	61	91.7	49	92.4	73	92.0
7	35	90.0	41	90.5	53	88.2	62	88.9	75	91.8
8	33	89.5	44	83.0	56	89.2	42	87.2	89	89.5
9	not		not		52	85.2	50	86.6	71	86.3
10	collected		collected		34	88.1	35	90.8	67	89.5
11	for Grades		for Grades		44	86.5	44	88.8	43	90.8
12	9-12		9-12		27	89.0	37	90.0	47	89.4

1 These data for 1979-80 are for self-identified American Indian students and not exclusively those enrolled with IEAP. Data for the last four years are for project enrolled students only.

2. Has the attendance of American Indian students at the intervention site been influenced appreciably?

Eight elementary schools and one high school with the largest enrollments of American Indian students were identified by IEAP for additional project services. One special service was attendance monitoring; one of the early intervention and prevention strategies undertaken as long range measures to curb attrition. In 1982-83, IEAP personnel attempted to intervene largely when students began to experience difficulty, and evaluation data compiled for 35 students showed how they benefitted from these interventions. In 1983-84 the attendance of all project enrolled students was monitored, and the purpose here is to try to evaluate the effects of prevention as well as early intervention which by itself was difficult to evaluate in a meaningful way.

Attendance data were obtained for 43 of 44 project enrolled students at Roosevelt High School. The number enrolled is too small for interpretation in each grade level, so the data are combined across the four grades and compared with other high school data.

The average attendance of project enrolled students at Roosevelt was 89.5 percent. This is slightly higher than the 88.6 percent for project enrolled students at the other high schools and lower than the 92.7 percent determined for all District high school students together. Three years ago, attendance for the target students at Roosevelt was 85.4 percent, increased to 89.6 in 1981-82 and has been at or above that level the last two years, so some increase is noted at this intervention site.

The attendance of the 100 students enrolled at the eight elementary school sites was 91.1 percent. This is slightly lower than the average of 92.2 percent for all project enrolled students in the same grades. A close inspection of the data (not shown) indicated the attendance of students in the lower grades, K-5, was higher than the average, but the rate among students in grades 6 to 8 was noticeably lower. Only two of six schools with students in these grades were middle schools; the lower rate is not just with the middle schools.

3. Has the attendance of American Indian students receiving tutoring/counseling been influenced appreciably?

Students referred to IEAP for tutoring/counseling generally have low achievement associated with behavioral or family problems and higher rates of absences. IEAP seeks to influence attendance through the individual students served by the project.

Attendance for 79 of 87 students who received assistance from IEAP was obtained -- 61 elementary and 26 secondary students were served. Average attendance for the 57 elementary students for whom attendance was obtained was 90.6 percent; average attendance for 22 high school students was 86.0 percent. The average for all 79 students was 89.3 percent. Considering the fact that these students were referred to IEAP for services either because they were behind academically, were behavior problems, or both, their rate of attendance seems satisfactory.

Activity logs maintained by the IEAP tutors for each student seemed to indicate many were marginal or better in attendance but simply tolerated going to school. It is possible that behavior changes of reluctant students enabled them to attend school more frequently than they would have without motivation from tutors. Tabulations showed five elementary and six high school students were absent more than 20 percent of the time. More will be said later about the achievements of the tutored students.

OBJECTIVE C: INCREASE IN BASIC SKILLS ACHIEVEMENT

1. How do the achievement scores of American Indian students in reading, math and language usage compare with those for all District students?

Portland Achievement Levels Tests in reading, math and language usage are administered District-wide and annually to all students in grades 3 to 8 (no District-wide testing in grades K to 2 and 9 to 12) in the Fall and Spring. Table 5 shows the mean RIT scores[1] of project enrolled American Indian and all District students for the 1983-84 school year.

Table 5
Mean Achievement Test Scores of Project Enrolled
American Indian and All District Students for 1983-84

READING

Grade	Group	N[2]	Fall	Spring	Gain
3	American Indian	47	183.87	191.91	8.04
	Total District	2,882	188.36	196.74	8.38
4	American Indian	56	188.45	195.98	7.53
	Total District	2,765	195.01	203.54	8.53
5	American Indian	50	199.74	205.94	6.20
	Total District	2,870	202.22	209.85	7.63
6	American Indian	60	206.15	209.27	3.12
	Total District	2,824	208.35	214.78	6.43
7	American Indian	60	210.73	215.00	4.27
	Total District	3,095	213.83	219.08	5.25
8	American Indian	73	218.49	222.88	4.39
	Total District	3,357	219.00	224.29	5.28

---

1 RIT scores are equal interval scale scores derived by a special calibration technique commonly referred to as the "Rasch Model."

2 "N" for American Indian and total District includes only students with valid scores for both Fall and Spring.

Table 5 (cont.)

MATH

Grade	Group	N[2]	Fall	Spring	Gain
3	American Indian	48	179.77	192.38	12.61
	Total District	2,957	183.68	195.44	11.76
4	American Indian	57	191.93	200.74	8.81
	Total District	2,781	196.00	205.76	9 76
5	American Indian	50	202.70	209.92	7.22
	Total District	2,886	205.14	212.84	7.70
6	American Indian	58	206.55	214.50	7.95
	Total District	2,859	211.25	219.66	8.41
7	American Indian	59	215.46	222.36	6.90
	Total District	3,116	217.92	225.53	7.60
8	American Indian	71	221.21	226.82	5.61
	Total District	3,348	224.02	231.39	7.37

LANGUAGE USAGE

Grade	Group	N[2]	Fall	Spring	Gain
3	American Indian	48	188.62	194.04	5.42
	Total District	2,860	192.02	197.78	5.76
4	American Indian	55	190.64	197.95	7.31
	Total District	2,749	196.66	204.98	8.32
5	American Indian	49	201.82	206.43	4.61
	Total District	2,861	203.01	210.61	7.59
6	American Indian	58	202.93	210.60	7.67
	Total District	2,840	208.24	214.84	6.60
7	American Indian	61	208.39	215.28	6.89
	Total District	3,090	211.86	218.63	6.77
8	American Indian	71	213.94	220.77	6.83
	Total District	3,334	215.41	222.88	7.47

---

2 "N" for American Indian and total District includes only students with valid scores for both Fall and Spring.

In reading, the Fall and Spring scores of the American Indian students are lower than those of the District averages in every grade -- an average of over 3.00 RIT points lower in the Fall and over 4.50 points in the Spring. This indicates a need in reading achievement remains in all grades. Average gains of the American Indian students were slightly smaller than District gains in grades 3 to 5, but slightly larger in grades 6 and 7. Perhaps more important than these annual gains are those of the American Indian students over the last few years.

Table 6 shows comparisons of Spring 1984 scores with Spring 1981 scores for American Indian and all District students. For 1983, the American Indian students showed an average gain of 5.04 RIT points while the District average showed a gain of 2.35 points. For 1984, the American Indian students showed a slightly smaller average gain of 4.20 points, while the District average increased to 3.07 points. Project enrolled students still appear to be gaining at a slightly faster rate than the District average.

Math results are much like those for reading, with Fall and Spring scores of American Indian students being an average of about three to four points below District averages in each grade. Table 5 also shows the gains of the American Indian students during the 1983-84 school year were generally slightly smaller than those of the total District. Last year, comparisons of scores for Spring 1981 with those for Spring of 1983 showed the average District gain across the six grades was 3.00, while the average gain for the American Indian students was about 4.00. Comparisons of Spring, 1984 scores with 1981 show the District means averaged nearly a 4.00 increase and the means for American Indian students increased an average of a little over 4.50. The scores of American Indian students average 3.50 to 4.00 RIT points below District averages, indicating a need in math remains in all grades.

As might be expected from the results for reading and math, the results for language usage are much the same. Table 5 shows the Fall and Spring scores of the American Indian students are an average of about 3.50 RIT to 4.00 points below District average in each grade. Comparisons of Spring 1983 scores with those for Spring 1981 showed District gains over the two year period averaged 3.50 across the grades; gains of the American Indian students averaged 5.00 points. In 1984, the means for both groups have increased a little over 5.00 points.

Longitudinal basic skills achievement test data maintained for American Indian students over the last six years show a steady increase in test scores. The results of project enrolled students over the last three years are particularly encouraging. Achievement focus in the District since 1980 has produced important gains in the District, with gains of the American Indian students during the same period being slightly larger.

2. Has the achievement of American Indian students receiving tutoring/ counseling been influenced appreciably?

Most students are referred to IEAP for tutoring in academic areas; however, many of them are also experiencing behavioral or adjustment problems as well. These problems usually become apparent to the IEAP

Specialist after working with the students for a while. The problems are not necessarily disruptive to classrooms or serious in all instances, but leave the students performing at lower levels than they are capable. A total of 87 students received tutoring/counseling with about an equal number in each of grades 1 to 12.

Table 6
Comparison of Spring 1981 and Spring 1984 RIT Scores
for American Indian and all District Students

READING

	American Indian			Total District		
Grade	Spring-81	Spring-84	Gain	Spring-81	Spring-84	Gain
3	184.67	191.91	7.24	192.49	196.74	4.25
4	194.52	195.98	1.46	200.38	203.54	3.16
5	199.29	205.94	6.65	206.55	209.85	3.30
6	204.21	209.27	5.06	212.49	214.78	2.29
7	211.20	215.00	3.80	216.49	219.08	2.59
8	221.88	222.88	1.00	221.48	224.29	2.81

MATH

	American Indian			Total District		
Grade	Spring-81	Spring-84	Gain	Spring-81	Spring-84	Gain
3	188.64	192.38	3.74	192.18	195.44	3.26
4	198.03	200.74	2.71	200.41	205.76	5.35
5	203.52	209.92	6.40	208.93	212.84	3.91
6	208.50	214.50	6.00	215.67	219.66	3.99
7	215.27	222.36	7.09	222.41	225.52	3.11
8	225.10	226.82	1.72	227.39	231.39	4.00

LANGUAGE USAGE

	American Indian			Total District		
Grade	Spring-81	Spring-84	Gain	Spring-81	Spring-84	Gain
3	186.61	194.04	7.43	193.25	197.78	4.53
4	195.94	197.95	2.01	200.08	204.98	4.90
5	201.23	206.43	5.20	205.64	210.61	4.97
6	204.29	210.60	6.31	210.11	214.84	4.73
7	208.92	215.28	6.36	213.20	218.63	5.43
8	216.00	220.77	4.77	216.72	222.88	6.16

Tutoring work is planned and supervised by the students' teachers. Most of the work deals with current classroom work, or in some cases with particular student weaknesses. Students often receive help in reviewing current work or in completing class assignments. Tutoring is carried out by part-time tutors hired especially for that task or by IEAP Specialists themselves, depending on the difficulty or complexity of the case. The work appeared to be well coordinated with regular classroom instruction, and teachers seemed pleased with the arrangement.

Teachers' impressions of the quality of the services provided each student were obtained at the end of the year or when the services were terminated. The IEAP referral form containing four questions about the services were returned to the teachers who used five-point scales to evaluate the services the students received. A large majority of the ratings were four or five with many positive comments made to support the ratings. Lower ratings were usually given in cases where assistance was shortened either by late referral or premature termination, e.g., moved, parent request. Teachers' comments about improvements of students were apparent in logs maintained in the referral folder.

The IEAP Specialists and tutors maintained a log of activities and time spent with each student. Students in the lower grades usually received more help than students in the upper grades mainly because they were referred earlier in the school year. Tutoring sessions were usually 30 to 45 minutes, two times per week. The number of hours ranged up to 42 hours. The average for the elementary students was 22.4 hours; the average for high school students was 6.3 hours. A review of the log information tended to indicate that students were not consistent in their work and appeared to find it difficult to concentrate and remain on task for more than brief periods without close supervision.

Some student logs indicated rather dramatic improvements while several indicated very little student progress. Teachers' comments and log information tended to indicate some noticeable improvements for about 65 percent of the elementary school referrals. There appeared to be little or no apparent improvement for 15 percent, even though considerable effort may have been devoted to some cases. For the remaining, including high school students, there was usually too little time to make a difference. Generally speaking, when tutors were able to meet regularly with a student for 12 to 15 sessions or more, the results were positive. Incidentally, the number of log entries for a student ranged to over 60 with 20 to 40 entries being quite common. An entry was usually made for each session.

Achievement test data from the Portland Achievement Levels Tests in reading, math, and language usage were examined separately for students who were tutored by IEAP. Data were available for 42 students in grades 3 to 8; both Fall and Spring scores were available for as many as 38 students depending on the subject. Because the number of students in each grade was small, the individual scores were converted to P-scores, a District standard score, and then combined across grades. The P-score has a mean of 50 with a standard deviation of 10.

The scores of referred students in Table 7 were below District average indicating that most students who received assistance were likely candidates for tutoring. A few students had relatively high scores for their grade level; however, they were usually referred because of poor study and work habits.

Table 7
Fall 1983 and Spring 1984 Achievement Scores
of Students Receiving Tutoring

Subject	N	Fall P-Score	Spring P-Score	Gain
Reading	38	41.13	41.58	0.45
Math	32	41.44	43.53	2.09
Language Usage	37	38.95	41.84	2.89

The P-scores in Table 7 indicate the gains of the tutored students were slightly larger than the average for comparable students in the District in reading but slightly less than the average in math and language usage. Referral logs referred to many specific math and language usage lessons (e.g., multiplication, capitalization), but not many lessons on reading which may account for the differences.

IEAP CULTURAL EDUCATION ACTIVITIES

Cultural education has long been an important component of IEAP not only for students enrolled with the project but for their non-Indian peers as well. Unable earlier to win the establishment of an accredited class on Oregon Indian history in high schools, IEAP turned to meeting the need of cultural education through teacher training, materials review and development, and a variety of supplementary cultural experiences. The purpose was not just to provide opportunities for American Indian students to learn about their native culture, but to inform others so as to correct many misconceptions of American Indians which many students had. Building the self-image of American Indian students and creating a more informed social environment are expected to be helpful in achieving the three major goals.

Teachers and principals were informed of the project, its services, and its involvement in cultural education. They also learned of available materials and various resources and appropriate use of them. During the past year, copies of a handbook You Make The Difference, developed by IEAP and the Staff Development Center, were distributed to all District school libraries. Teachers were encouraged to make preparations for IEAP presentations to make them more meaningful.

IEAP presentations centered around four major areas. One group of presentations involved the role of American Indians in U.S. history and dealt with the many contributions of Indians to the American society today. A second group of presentations dealt with legends and folklore which are

particularly significant features of the American Indian culture. Another group dealt with social and contemporary issues in which American Indians have been involved such as the fishing rights issue, treaty rights, and reservation governmental systems. The fourth focused on Indian dance and music. IEAP staff members made most of the presentations with consultants brought in where particular expertise was available. Altogether a total of 87 presentations were made to about 5,800 students in 20 schools. Group sizes ranged from classes of 15 to 20 to assemblies of about 300.

During the year IEAP sponsored a class on costume design and one of Indian music, each meeting about once a week for seven or eight weeks. About a dozen students ranging from about 4th to 12th grade attended each session. They learned beadwork and costume regalia characteristic of particular tribal groups. Music was introduced in the use of the costumes.

IEAP also provided opportunities for project students to meet with project students in other schools in the State. Ten students participated in the first annual conclave of Northwest Indian Youth Clubs. The purpose of the conclave was to permit the exchange of ideas on the efforts of various clubs. Another opportunity was the fourth Annual Northwest Indian Youth Center Day held at Chemawa Indian School. A total of 52 youths from the Portland high schools joined about 400 others from around Oregon to learn about 35 different careers. About a dozen colleges had representatives on hand to provide information on available student support.

The Northwest Indian Youth Conference was held in Pendleton this past spring with students from as far away as Alaska attending this ninth annual meeting. IEAP sponsored seven students from the District's high schools. Students attended a variety of workshops and small group meetings as well as a banquet and keynote address by former Olympian Billy Mills, an Oglala Sioux.

Each year IEAP sponsors "Honor Day" -- a day in which graduates of Indian descent are honored for their accomplishments. This year about 250 people enjoyed cultural entertainment and a potluck picnic again featuring the traditional baked salmon and Indian fry bread.

The Oregon Indian Education Association meets each year at different locations which are determined usually by organizations requesting to host the conference. This past year IEAP hosted the conference which was held in Wilsonville and attended by about 250 delegates. People from throughout the state assembled to hear speakers, attend workshops, and participate in discussion groups. This is the second time IEAP has hosted the conference in the last five years.

Finally, this past year IEAP spearheaded a drive to coordinate the activities of all American Indian organizations in Portland that dealt with children and youths. Involved were representatives of about a dozen organizations which served the population in a variety of ways. Schedules of activities and events were planned and arranged to avoid as many conflicts as possible. A final Community Calendar was compiled and distributed through the community network. IEAP continues to play a key role in this network.

COMMENTS

The long range goal of IEAP and of Indian education nationally continues to be to increase and extend educational achievement of American Indian students, many of whom drop out before high school graduation. Data collected for the District several years ago tended to support national findings of drop out rates approaching, if not exceeding, 50 percent. Since that time, IEAP has planned as comprehensively as possible to attack this most significant education problem, attrition.

Over the last 5 to 7 years IEAP has become very well known in the District schools for the kind and quality of services the Project can provide. As a result, requests for support have increased dramatically and IEAP has responded well to these requests by careful husbandry of its resources. Data for the last couple of years tend to indicate a fairly definite change in the educational circumstances of the American Indian students in Portland schools. Admittedly, demonstrating causal effects of project efforts is difficult; however, there are probably few such projects that would attempt to tackle this most significant problem head on. IEAP appears to have aroused community support which is absolutely essential for this change in educational circumstances to take place.

Unfortunately, federal funds for IEAP to plan and implement a more complete plan each year are not forthcoming; instead each year the project is forced to make program reductions beyond those of the previous year. To accommodate for the necessary reduction in the provision of services the Project has reached out further into the community for support. Here, too, resources are becoming more limited and at a rate that does not correspond to the rate of reduction of the problem.

In the 1984-85 school year IEAP will operate with one less full time staff member -- a result of funding reductions. An important component, cultural education, will be dramatically reduced. To what extent other resources can be mustered to fill this void is unknown at this time. While it is assumed that diminishing resources would accompany a reduction in the problem, it is possible that resources are being withdrawn too rapidly.

6155E
10-19-84